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CONTENTS

LIBRARY

Page

L'ORGANIZATION DES ETUDES DE LANGUES VIVANTES A L'ECOLE NORMALE SUPERIEURE—Gabriel Bonno - - - - -	5
TYPE-FORMS AS MEDIA OF INSTRUCTION IN SPANISH—Walter Kaulfers - - - - -	7
MEASURES OF VALIDITY AND RELIABILITY OF A SILENT READING TEST IN SPANISH—M. Eustace Broom - - - - -	10
QUARTERLY FRENCH BOOK-LETTER—William Leonard Schwartz - - - - -	12
QUARTERLY SPANISH BOOK-LETTER—L. D. Baillif - - - - -	15
QUARTERLY GERMAN BOOK-LETTER—Edmund K. Heller - - - - -	16
COMMUNICATIONS AND CORRESPONDENCE:	
SOME IMPORTANT PROBLEMS IN THE MODERN LANGUAGE PROGRAM—Belle E. Bickford - - - - -	17
METHODS OF ACQUIRING A SPANISH VOCABULARY —J. William Johnson - - - - -	19
INSTITUTE FOR FOREIGNERS IN BERLIN—John S. Nollen - - - - -	20
"SUN AND SHADOW IN SPAIN"—Mary E. Peters - - - - -	21
LA LITERATURA CASTELLANA—Alejandro Traslosheros - - - - -	22
THE WORLD LANGUAGE—C. L. Jordan - - - - -	23
UNA INVASION PACIFICA—C. Scott Williams - - - - -	23
PACIFIC COAST ON HONOR ROLL - - - - -	24
PACIFIC SOUTHWEST EXPOSITION - - - - -	25
SUGGESTIVE DATES FOR CLUB PROGRAMS - - - - -	26

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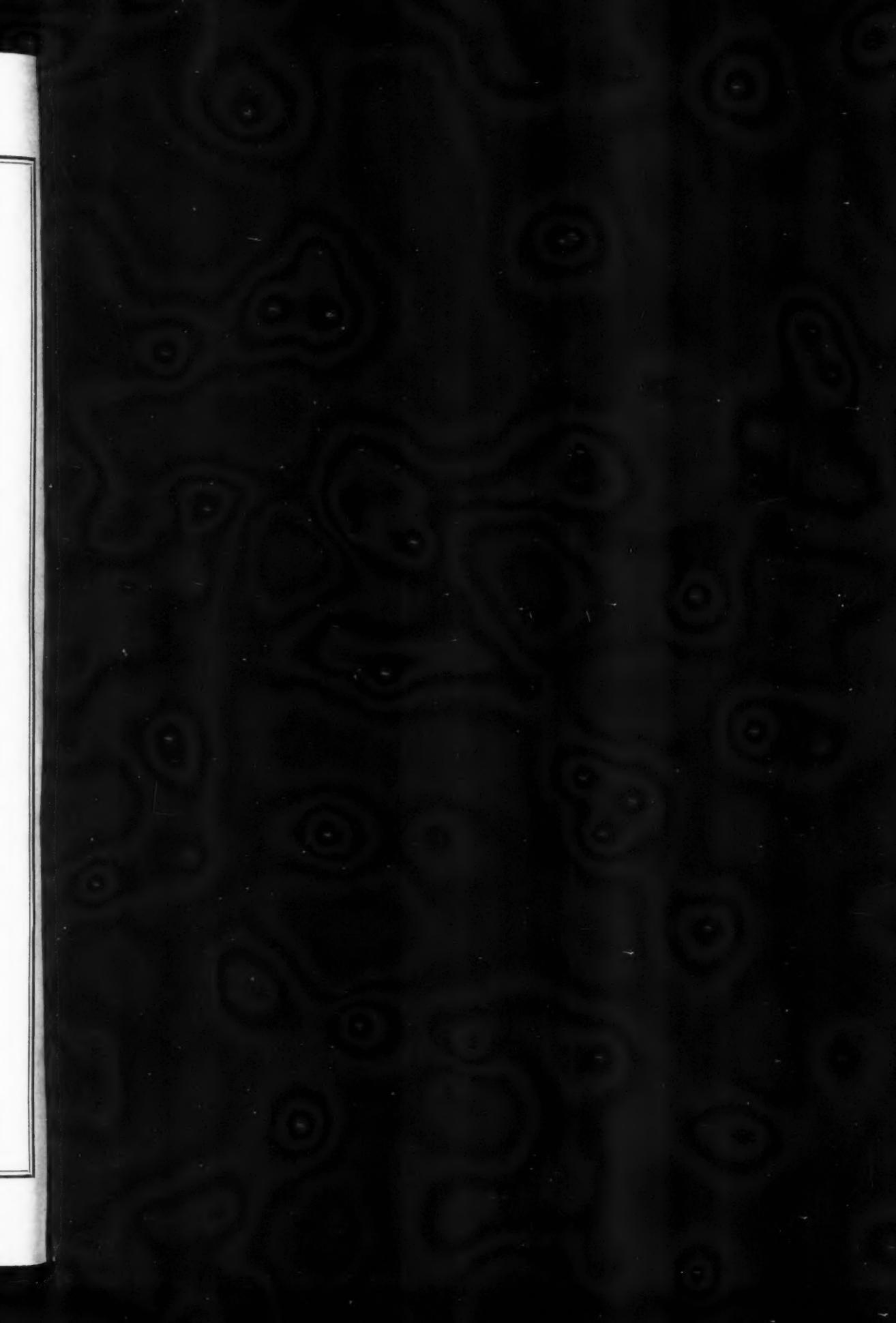
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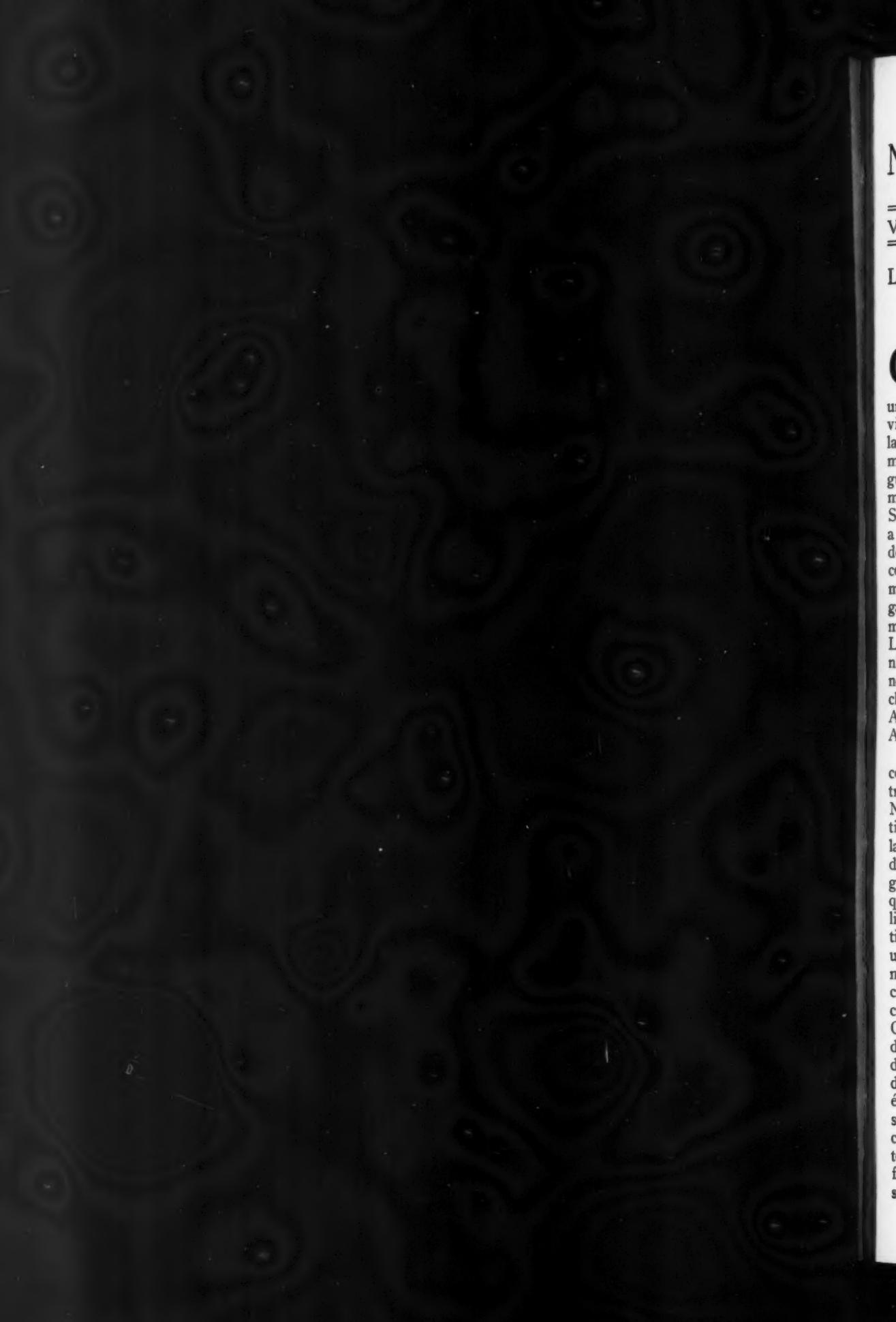
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L'ORGANISATION DES ETUDES DE LANGUES VIVANTES A L'ECOLE NORMALE SUPERIEURE

GABRIEL BONNO, *University of California, Berkeley.*

CE n'est que depuis une trentaine d'années que l'Ecole Normale Supérieure possède, dans la section des Lettres, une division spéciale pour l'étude des langues vivantes. Jusque là l'enseignement des langues modernes, uniquement traitées comme des instruments de culture générale, figurait, à titre accessoire, au programme commun à tous les élèves "littéraires" de l'Ecole. Sous le nouveau régime, une section spéciale a été organisée pour assurer le recrutement des professeurs de langues vivantes. Elle constitue une des cinq sections de "Normale-Lettres," correspondant aux cinq agrégations d'ordre littéraire: Lettres, Grammaire, Philosophie, Histoire et Géographie, Langues vivantes. Cette dernière expression n'est d'ailleurs qu'une formule conventionnelle embrassant plusieurs agrégations dont chacune porte sur une langue déterminée: Anglais, Allemand, Espagnol, Italien ou Arabe.

Depuis la réforme de l'enseignement secondaire de 1902, la spécialisation a été introduite dès le concours d'entrée à l'Ecole Normale, bien que celui-ci reste surtout destiné à contrôler, d'une manière très sérieuse, la culture générale et les aptitudes d'esprit des candidats. Ainsi, pour un étudiant d'anglais, le concours d'entrée comporte, à l'écrit, quatre épreuves communes à toute la division littéraire: une version latine et trois dissertations françaises portant respectivement sur un sujet de littérature française, d'histoire moderne et de philosophie. L'épreuve spéciale, pour les anglicistes, consiste dans le commentaire littéraire d'un texte anglais. Cette composition, rédigée en anglais, est destinée à montrer si le candidat est capable de donner une interprétation personnelle d'un texte significatif et s'il manie la langue étrangère avec assez de correction et d'aisance. A l'oral, les épreuves communes comportent: la traduction improvisée d'un texte latin, l'explication littéraire d'un texte français, un exposé oral de vingt minutes sur une question d'histoire moderne après

une préparation (sans livre ni notes) d'une demi-heure, un exposé analogue et dans les mêmes conditions sur une question de philosophie. L'épreuve spéciale comporte deux interrogations de langues vivantes: une explication de texte suivie de questions en anglais et une série de questions moins difficiles sur la seconde langue choisie comme sujet auxiliaire par le candidat.

Ainsi le concours d'entrée à l'Ecole Normale Supérieure a pour objet de sélectionner les étudiants qui, à une solide culture générale, joignent un commencement de spécialisation dans la langue vivante qui deviendra l'objet particulier de leurs études ultérieures. Pour la seconde langue, on exige du candidat une connaissance plus approfondie que le simple "reading knowledge." En général la préparation à ce concours d'entrée nécessite, pour les meilleurs bacheliers de l'enseignement secondaire, deux ou trois années d'étude intensive dans des cours spéciaux appelés cours de Première Supérieure.

La durée des études à l'Ecole Normale Supérieure pour les candidats à une agrégation de langues vivantes est de quatre ans. L'étudiant passe ordinairement la première année à l'étranger afin de se perfectionner dans la connaissance générale de la langue étudiée. Une bourse lui est accordée à cet effet. Il n'est tenu à aucune forme réglementaire de travail et peut orienter sa préparation comme il lui convient. En fait, le thème écrit ou oral, la composition littéraire en langue étrangère, l'étude directe des grandes œuvres de la littérature étrangère et les exercices quotidiens de conversation constituent ses principales formes d'activité. La seconde année, passée à l'Ecole même, est consacrée à la préparation directe de la licence d'enseignement qui dans la section des langues vivantes se compose de quatre certificats:

1. Certificat d'études littéraires classiques —Deux épreuves écrites: Version latine (ou grecque) et Dissertation sur un sujet de littérature française. Deux épreuves orales:

Explication de deux textes français et interrogation sur l'histoire de la littérature française.

2. Certificat de littérature étrangère : Une épreuve écrite : Composition littéraire en langue étrangère. Deux épreuves orales : Explication littéraire d'un texte étranger, Interrogation sur l'histoire de la littérature étrangère.

3. Certificat de philologie—Ecrit : Thème dans la langue étrangère. Oral : Interrogations sur la grammaire et sur l'histoire de la langue étrangère.

4. Certificat d'études pratiques—Ecrit : Traduction en français d'un texte étranger. Oral : Entretien en langue étrangère sur la civilisation du pays considéré ; interrogation sur la seconde langue étrangère choisie par le candidat.

Toutefois les élèves de l'Ecole Normale Supérieure sont dispensés de la partie écrite du Certificat d'études littéraires classiques.

Après la licence l'étudiant va faire un second séjour d'un an à l'étranger. Cette année est consacrée à la préparation du Diplôme d'études supérieures. Le candidat au Diplôme doit rédiger une thèse à sujet limité qui comporte généralement un développement de 100 à 150 pages. Cette thèse doit être le résultat de recherches personnelles et apporter une contribution originale à l'étude de la question envisagée. Voici quelques sujets de Diplômes soumis à la Sorbonne au cours de ces dernières années : *The influence of Shakespeare on Alfred de Musset, as shown in Comédies et Proverbes*; *The war of 1870 and English literature*; *Thomas Carlyle's moral conception of Germany*; *The influence of Clarisse Harlowe on the French novel in the 18th century*. Cette thèse, rédigée dans la langue étrangère, forme la partie écrite de l'examen. L'épreuve orale consiste dans une série de questions détaillées et précises sur deux auteurs étrangers choisis par le candidat.

Enfin la quatrième année d'études est consacrée à la préparation de l'agrégation. Les questions inscrites au programme du concours font l'objet de conférences dans les diverses Facultés. Les Normaliens suivent ces cours à la Sorbonne où ils se rencontrent avec les autres étudiants parisiens candidats à l'agrégation. En outre ils reçoivent à l'Ecole même un enseignement spécial qui comporte : 1. Un cours de méthode (discussions de thèses, leçons d'étudiants suivies

d'une critique et d'une mise au point par le professeur) ; 2. Des exercices pratiques de traduction improvisée et de conversation avec le lecteur étranger attaché à l'Ecole Normale. Ce lecteur est un des meilleurs "gradués" d'une Université étrangère. Comme les Normaliens candidats à chacune des agrégations de langues vivantes forment toujours un groupe très limité, cinq ou six étudiants en moyenne, il leur est facile de se tenir en contact permanent avec le lecteur. Dans l'étude approfondie d'une langue moderne, l'avantage de ces entretiens familiers et de l'échange de vues qui en résulte, le bénéfice retiré d'une pratique quotidienne de la langue étrangère sont évidemment des facteurs de la plus grande importance. Ils constituent, par rapport aux étudiants des Facultés, le plus sérieux privilège des Normaliens.

Les épreuves écrites du concours d'agrégation comprennent : un thème et une version sans dictionnaire portant sur deux textes très difficiles ; deux dissertations, l'une en français, l'autre en langue étrangère, sur deux sujets tirés du programme annuel. Chacune de ces deux compositions dure sept heures. Voici quelques exemples de questions inscrites au programme de l'agrégation d'anglais : *Le Platonisme dans le Renaissance anglaise*; *la société et les moeurs dans la littérature anglaise de la première moitié du dix-huitième siècle*; *la bourgeoisie et les métiers dans le théâtre elizabethain*; *le pessimisme dans les lettres anglaises au dix-neuvième siècle*. Ces questions constituent un vaste programme d'études nécessairement basées sur une connaissance directe des textes en même temps que sur une documentation très sérieuse sur le milieu historique, philosophique et social.

Les épreuves orales comportent : une version et un thème improvisés avec une série de questions sur l'histoire de la langue, une leçon en français et une leçon en langue étrangère. Ces deux leçons forment la partie essentielle de l'oral. Les sujets en sont tirés du programme de l'écrit. Voici quelques sujets de leçons donnés à l'agrégation d'anglais : *le vers blanc dans le Comus de Milton*; *l'intelligence de Shakespeare d'après les Sonnets*; *le pessimisme dans The Rubaiyat of Omar Khayyam*; *le personnage d'Alton Locke*. Chaque candidat tire au sort un sujet de leçon et se retire dans une salle voisine pour la préparer. Il dresse une

liste des ouvrages qu'il désire consulter. Les volumes sont apportés par un appariteur de la Faculté après approbation de la liste par le comité d'examen. L'étudiant les utilise à son gré pour préparer sa leçon pendant six heures. Il est alors convoqué devant les examinateurs pour traiter le sujet sous forme de conférence. Cet exposé oral doit durer de 35 à 45 minutes. Il est permis d'utiliser un plan écrit et de courtes notes, mais formellement interdit de lire un développement entièrement rédigé d'avance. Une information précise sur le sujet est une condition de succès nécessaire, mais non suffisante. Le candidat doit manifester en outre son aptitude à organiser sa matière et témoigner d'une certaine facilité d'élocution. La leçon en langue étrangère, en particulier, exige évidemment une connaissance très étendue de la langue étudiée. Cette épreuve capitale est la partie la plus originale du concours d'agrégation, celle qui montre le mieux les connaissances, les qualités d'esprit et la personnalité du candidat. Elle a presque toujours, dans l'examen oral, une importance décisive.

Dans l'ensemble, l'organisation des études de langues vivantes à l'Ecole Normale Supérieure se rattache étroitement au système

général de l'enseignement supérieur en France. L'étudiant jouit d'une grande liberté dans l'orientation de son travail individuel, puisque l'assiduité à tel ou tel cours n'est jamais formellement requise, mais une série d'examens contrôle d'une manière minutieuse les connaissances du candidat à chacune des étapes du curriculum et surtout au terme final de l'agrégation. Celle-ci représente un effort pour concilier avec un haut degré de spécialisation technique dans un sujet déterminé une solide culture générale. Pour les Normaliens en particulier les exigences du concours d'entrée ont muni les étudiants de langues vivantes de la culture historique et philosophique sans laquelle il ne peut guère y avoir d'étude vraiment sérieuse et pénétrante des œuvres littéraires. D'autre part, le nombre limité des admissions (20 sur 112 candidats à l'agrégation d'anglais en 1927) maintient d'une année à l'autre un niveau uniforme. Ce système ne peut sans doute se concevoir que dans un pays fortement centralisé comme la France. Mais, dans l'organisation générale de l'Université française, il semble bien remplir sa fonction essentielle qui est d'assurer le recrutement d'une élite.

TYPE-FORMS AS MEDIA OF INSTRUCTION IN SPANISH

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IT IS in the nature of things that theory should precede practice. Habit and custom tend toward the static, preventing change even after the need of it has been demonstrated. Preference for the familiar begets skepticism of the new; interference with established routine makes change inconvenient, and fear of failure inhibits action. Thus it is that in language work old methods and practices continue to reign where new and better ways should rule. Now the theory of teaching through type-forms is not new to the language field, but as a pedagogical principle, it is far more frequent of statement than of actual application. The reasons for this are mainly two: the relative values of grammar and example as media of instruction are not generally appreciated, and no suitable technique of teaching without grammatical reference has been established. In discussing the practicability of type-teaching in Span-

ish, therefore, it is well to begin with an inquiry into the merits of the method itself, and then to proceed to an analysis of the various points of technique involved in its application.

To maintain for a moment that rules of grammar can be eliminated entirely would, of course, be idle and extreme. Some principles of speech can scarcely be fixed in any other way. Among these may be included such items as accent, plural and gender of nouns, etc., which constitute the routine material of every beginning language course. In general, however, the value of grammatical formulae for the purposes of either explanation or fixation is seriously to be questioned. Rules of grammar with their technical terminology are too abstract to be of assistance to ear or eye-minded pupils. They are comprehensible only to a very high and limited form of intelligence, and offer little help to the type of mind that is pre-

dominantly sensory-receptive. Statements such as the following, taken from one of the most commonly used high school Spanish texts, certainly have little significance to the great majority of ninth grade pupils:

"The conjunctive direct object pronouns are used as the direct objects of verbs. They must precede the verb in simple tenses of the indicative and are placed immediately before the auxiliary in compound tenses."

Or—

"For the sake of clarity, the prepositional pronouns are frequently employed with the conjunctive object pronouns of the third person, especially in direct address with *Vd.* or *Vds.*"

Again—"When English *it* is governed by a preposition and refers to an idea or clause previously expresses, it is translated by *ello*. Do not confuse this word with *lo*, which stands as the direct object of a verb."

To most pupils such explanations are little more than grand flights of grammatical verbosity and magniloquence. Whatever is gained from a study of such passages is derived almost wholly from an analysis of the examples cited in the lesson; which would seem to indicate that the explanations themselves might just as well be omitted with a possible economy of time and effort to all concerned.

Teaching through grammar, moreover, is a very indirect means of instruction. It necessitates a close study of the rules, which in the case of the foregoing illustrations is no small task. Then it requires a minute examination of the examples, and an analysis of these in terms of the grammatical explanation, which is another task requiring no little time and effort—and all this must be done before the pupils are enabled to apply the principle in actual speech! Such procedure does not give due recognition to the practical value of learning to do by doing.

In the third place, over-emphasis upon grammatical form develops inhibitions of speech that become insuperable barriers to fluency of expression. Few, indeed, are the students taught by the grammatical method who acquire an appreciable degree of facility in conversation. Finally, the carry-over from rule to practice is slight at best, for technical formulae are soon forgotten, and to many minds are too difficult and abstract to permit of ready application in spe-

cific cases. A great deal of teaching through grammar thus has little functional value.

Teaching through type-forms, on the other hand, is beset by none of these limitations. The media of instruction here being the language itself, the transfer from specific examples to general practice is easily made, and a more perfect application of the principle of learning to do by doing is rendered possible. This fact alone makes the instruction and subject-matter of greater functional value to the pupils. Then too, the materials of instruction being specific and concrete, the underlying principles are more readily grasped by the eye or ear-minded individuals; and, finally, the illustrations being meaningful items of speech rather than lifeless grammatical abstractions, are more interesting to pupils, and can be made effective means of vocabulary building.

The practicability of type-teaching as a method of instruction can be illustrated best by an example. For this purpose the direct and indirect object pronouns may be appropriately used, since reference to these has already been made in a preceding paragraph, and since they are generally conceded to be one of the most difficult elements of Spanish grammar. In presenting the pronouns to the class it is always preferable to proceed inductively with examples illustrating their use, and to leave the pupils as far as possible to discover their meaning, function, and position for themselves. A very convenient way of doing this is suggested in the type-settings below. These illustrate the form and position of the pronouns with respect to the verb. The prepositional auxiliaries are inclosed in parentheses to show that they can be omitted without loss of meaning. It is, perhaps, unnecessary to state that the settings are to be taught only one at a time.

Los Pronombres Directos

- El *me* ha visto (a mí).
- El *te* ha visto (a tí).
- El { *le* ha visto (a él).
- “ { *lo* “ “ “ “
- ¿No *la* ha visto Miguel?
- El *nos* ha visto (a nosotros).
- El *os* ha visto (a vosotros).
- El { *les* ha visto (a Uds.).
- “ { *los* “ “ “ “
- ¿No *las* ha visto Mercedes?

Los Pronombres con Infinitivos

- El va a *verme* (a mí).
- El va a *verte* (a tí).
- El va a *verle* (a él).
- ¿No va a *verla* Miguel?

El va a vernos (a nosotros).
 El va a veros (a vosotros).
 El va a verles (a Uds.).
 ¿No va a verlas Mercedes?

Los Pronombres con Gerundios

Está *mirándose* (a mí).
 Está *mirándose* (a tí).
 Está *mirándose* (a él).
 ¿Está *mirándose* Miguel?
 Está *mirándose* (a nosotros).
 Está *mirándose* (a vosotros).
 Está *mirándose* (a Uds.).
 ¿Está *mirándose* Mercedes?

That the indirect object pronouns are similarly presentable is evident from the example below:

Los Pronombres Indirectos

El *me* habla (a mí).
 El *te* habla (a tí).
 El *le* habla (a él).
 ¿No *le* habla Miguel?
 El *nos* habla (a nosotros).
 El *os* habla (a vosotros).
 El *les* habla (a Uds.).
 ¿No *les* habla Mercedes?

The following adaptations illustrate the form and sequence of the pronouns when used together as objects of the same verb:

Los Pronombres Directos e Indirectos

El *me lo* da (a mí).
 El *te lo* da (a tí).
 El *se lo* da (a él).
 ¿No *se lo* da Miguel?
 El *nos lo* da (a nosotros).
 El *os lo* da (a vosotros).
 El *se lo* da (a Uds.).
 No *se lo* da Mercedes?

Los Pronombres Complementos con Infinitivos

El va a *dármelo* (a mí).
 El va a *dártelo* (a tí).
 El va a *dárselo* (a él).
 ¿No va a *dárselo* Miguel?
 El va a *dárnoslo* (a nosotros).
 El va a *dárlos* (a vosotros).
 El va a *dárselo* (a Uds.).
 ¿No va a *dárselo* Mercedes?

It is interesting to note in the foregoing exercises that the meanings of the various forms can be readily grasped from the context with very little explanation from the teacher, and with a minimum of grammatical reference. The constancy of form maintained in all the settings makes memorization of each a very simple matter after the first has once been learned. The rhythm and rime of the exercises, moreover, facilitate recall, and make group drills by the pupils in unison practical and easy. It should be noted, also, that the adaptations can be recited in all tenses, both negatively and affirmatively, with a great variety of verbs, and with different pronouns, so that fre-

quent brief review drills, of great functional value in fixating the forms and in developing a command of them in actual speech, are facilitated. What more direct or convenient way can be devised for presenting, drilling upon, and reviewing this most difficult element of Spanish grammar?

Every type of instruction to be successful must, of course, have a definite plan and technique. In the present case, the procedure divides itself into three steps, which may be designated respectively as those of preparation, presentation, and fixation. In the preparation of type forms several points should be observed. Among other things, the examples should be sufficient in number and variety to be representative of all typical cases. As far as possible they should be constructed from words of common frequency. The extent to which this is done determines the meaningfulness of the exercise to the pupils, and its functional value subsequently in actual speech and vocabulary building. In order that the principle underlying every adaptation may be readily grasped, it is important to illustrate only one element of grammar in each. To attempt to cover everything at once only makes for confusion. It is also highly desirable that the adaptations be versified and rimed. This facilitates memorization and recall,¹ and unison drill work by the class as a whole. In the presentation of the material it is best to proceed inductively as pointed out in the case of the object pronouns. The adaptation may first be written upon the board, and a few of the more able pupils called upon to read and explain it to the class, with such help from the teacher as proves necessary. The individual recitations should be followed by two or more readings by the class as a whole. The pupils are now ready to copy the material into their notebooks.

For the purposes of fixation the class should be required to make several verbatim copies of the exercise, with translation in English if desired. This practice is of great value to the pupils who are visually or kinesthetically receptive. As an incentive to memorization, extra credit (a grade of 1 or excellent) may be given to all who can learn the material within a given period. Undivided attention can be secured during the

¹Woodworth, Robert S. "Psychology: A Study of Mental Life," Henry Holt and Company, New York, 1923. 580 Pages. Pages 334, 337, 353.

lesson by offering to excuse from the written work all pupils who can memorize the adaptation before the end of the class hour. To prevent parrot-like repetition after it has once been learned, and to test the pupils' ability to apply the material or principle in actual speech, it is often well to review the exercise retaining the same general structure, by varying the gender or number of the nouns, or the tenses of the verbs, or using a different vocabulary entirely.

To insure fixation for permanency, the curve of forgetting² must be taken into consideration. The exercise should be repeated once or twice daily during the week in which it is presented, on alternate days the following week, and at least once weekly thereafter. To save time, these reviews may well be oral and by the group as a whole. If the examples are carefully selected, versified, and rimed, frequent brief drills of this type will prove both practical and interesting, and if properly conducted, will contribute effectively toward the development of that feeling for the rhythm and consonance of speech, generally termed "language sense," which is so essential to the attainment of fluency in a foreign tongue.

The criticism may, perhaps, be made that the type forms will not always be clear to the pupils unless some grammatical explanation is given. In a few cases this may be true; but then it is not maintained that type teaching dispenses with grammar entirely.

It merely shifts the emphasis from rules as the media of instruction to the language itself, and proceeds inductively from specific to general, rather than deductively from general to specific. The type settings of the object pronouns, for example, require no preliminary explanation whatever. By skillful questioning, the teacher can enable the pupils to make their own deductions, and these, if derived by the pupils themselves, and formulated in their own words, are certain to be of greater significance and functional value to them than any which the teacher herself or any textbook may state.

The most valid criticism that can be made is that the necessity of adapting the material of the course in the way suggested places an added burden upon the teacher. In answer to this it may be stated that the task is always an interesting one, and that the greater ease and interest with which the material is learned by the pupils, the greater facility with it can be reviewed and fixed, and the greater readiness with which it can be applied in this form,³ make for an improvement of results that more than repays the time or energy expended.

²Woodworth, Robert S. "Psychology: A Study of Mental Life," Henry Holt and Company, New York, 1923. 580 pages. Pages 338-354.

³The writer's adaptations have been used with unusual success for more than a year by Maud Mae Cluphf, chairman, language department, La Jolla High School, La Jolla, California; and Maria S. Contreras, instructor, San Diego Senior and Evening High Schools, San Diego, California, co-author with the writer of several standardized achievement tests in Spanish.

MEASURES OF VALIDITY AND RELIABILITY OF A SILENT READING TEST IN SPANISH

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IT is the purpose of this report to emphasize new measures of validity and reliability of the Contreras-Broom-Kaufers Silent Reading Test in Spanish. These measures are based largely upon data secured during the current school year. Measures showing the changes in validity and reliability when two forms of the test are given and the scores averaged to secure a measure of pupil achievement are also presented. (The statement was made in a previous discussion of the derivation and validation of this test¹ that giving two forms of the test and aver-

aging the obtained scores would give a more reliable measure of pupil achievement.) It should be noted, perhaps, that such procedure is practical since this test requires but 22 minutes of time during its application.

Reliability.—By reliability of a test is meant the amount of agreement between scores secured from two or more applications of the given test to the same pupils by the same examiners. The reliability coefficient expresses the degree of correlation (amount of agreement) which one may expect between any two sets of obtained scores. If all the data on which previous reliability coefficients are combined to secure

¹Broom, M. Eustace. "A Silent Reading Test in Spanish," *Journal of Educational Research*, 16: 357-364. December, 1927.

one measure, the findings are as shown in Table 1.

TABLE 1

Grades	No. of Cases	r (Pearson)	P. E.	Index of reliability	k
8-12	2938	.807	.004	.898	.591
I (Coll.)					

When the length of the test is doubled (Test 2 is a hypothetical duplicate of the actual test 1, which is composed of Forms A and B of the test), the findings (using the Spearman-Brown formula) based upon the data previously given are as given in Table 2.

TABLE 2

Grades	No. of Cases	r (Spearman-Brown)	P. E.	Index of reliability	k
8-12	2938	.893	.003	.963	.450
I (Coll.)					

During the current school year (1927-1928) Form A of the test has been given to over 1,000 pupils in Los Angeles and in San Diego. Two groups of papers were chosen at random from among those assembled, and the reliability coefficient for each was computed by the second method suggested by Ruch and Stoddard.² The findings are presented in Table 3.

TABLE 3

City	No. of Cases	r (Pearson)	P. E.	Index of reliability	k
San Diego	169	.838	.015	.915	.546
Los Angeles	185	.846	.014	.920	.533

If both forms of the test had been given, and the scores averaged, the findings would have been as given in Table 4.

TABLE 4

Grades	No. of Cases	r (Spearman-Brown)	P. E.	Index of reliability	k
10-11	169	.912	.009	.955	.410
9-12	185	.916	.008	.957	.401

Validity.—Validity may be defined as the correspondence between the ability measured by the test and the ability as otherwise ob-

jectively defined and measured. Toops has devised a formula³ for finding the effect upon validity of doubling the length of a test. This formula is

$$\frac{1}{rk(1+2)=2 \cdot rk_1} \frac{1}{1+r_{12}}$$

where rk_1 is the validity coefficient of the test, r_{12} is its reliability, and $rk(1+2)$ is the validity coefficient of the test twice as long. The assumptions underlying the formula are that $rk_1=rk_2$ and that $\sigma_{11}=\sigma_{22}$.

Validity coefficients ranging from positive .584 to positive .711 have been reported previously. The criterion of validation was teachers' marks in Spanish. (For a discussion of this criterion, see Ruch and Stoddard, loc. cit. Pages 317-319.) Only findings for three groups as based upon results of testing during the current school year are given in Table 5. The criterion again is teachers' marks in Spanish. The estimated validity coefficient if the test included both Forms A and B is also given.

Summary of Findings.—The findings indicate that this is a valid test of the ability it purports to measure. It further appears that the validity of the test is increased only very slightly when two forms are used as one (both being given and the scores averaged.) The reliability of the test is high. The index of reliability, the measure of correlation between obtained scores and true scores, is very high. The coefficients of alienation (k) are correspondingly low. The reliability of the test may be increased materially by doubling its length, using Forms A and B, and considering the averaged scores as those for a hypothetical Form 1. (The limited time required for giving the test, then, serves other ends than merely economizing classroom time.)

TABLE 5

Grade	Semester of Study	Number of Cases	r (Pearson)	P. E.	k	r (estimated) Toops
9, 10	1	63	.680	.045	.716	.715
11-12	6	28	.584	.084	.812	.614
11	5	46	.353	.087	.936	.371
Average of all coefficients reported to date		367	.589*619

* Ruch, G. M. and Stoddard, G. D. "Tests and Measurements in Junior High School Instruction." Yonkers-on-Hudson, New York: World Book Company, 1927. Pages 356-360.

³ Toops, H. A. "Tests for Vocational Guidance of Children 13 to 16." Teachers College, Columbia University, Contributions to Education, No. 136. Page 147.

*NOTE: In obtaining this approximation, each coefficient was multiplied by the number of cases on which it was based, the sum of these products was obtained, and this result was divided by the total number of cases.

QUARTERLY FRENCH BOOK-LETTER

WILLIAM LEONARD SCHWARTZ, *Stanford University*

THREE volumes have already appeared in a new series devoted to literary history entitled *Les Grands Événements littéraires*, published on excellent paper by E. Malfére at nine francs. It is Henri d'Alméras who writes on *le Tartuffe de Molière*. This precise and unbiased account of Tartuffe begins with a description of the fanciful royal fêtes, *les Plaisirs de l'Île enchantée*, at which, strange to say, the realistic bourgeois comedy was first performed, analyzes its sources and different revisions, giving a clear account of Molière's difficulties with the play until it was publicly performed and printed, in 1669, "aux despens de l'Auteur . . . avec Privilège du Roy," and placed on sale at almost three livres a copy, an unusually high price for the times.

The second book in the series, *Diderot et l'Encyclopédie*, by Joseph Le Gras, deals with a less familiar subject—important, because "*l'histoire de l'Encyclopédie marque un saut en avant de la pensée humaine*." About this history, Le Gras shows that at least the story of Mme. de Pompadour consulting the article *Poudre* in the presence of Louis XV is false for the reason that Volume XIII in question was published just two years after her death. Le Gras writes vigorously and tells the tale of these years in the life of Diderot in a lively manner. The narrative makes it clear that if the *Encyclopédie* had not been undertaken as a subscription book it would never have been completed. At every crisis in its publication, the enterprise was continued on behalf of the subscribers, and once when the weary publishers decided to give them back their money, not one came forward to accept it and relieve the printers of their responsibility.

In *la Publication de "Madame Bovary"* René Dumesnil presents briefly all the data concerning the genesis and preparation of the novel, among other things, the fact that the draft of the novel comprised 1788 sheets, not counting 42 pages of scenario and the final copied manuscript of 490 pages. Succeeding chapters tell of the prosecution of Flaubert and the *Revue de Paris* and indicate how the book was received by the readers and critics of the day. "*Le courant d'idées en 1857-*

1858 pousse irrésistiblement la littérature vers les réalités . . . Madame Bovary n'est pas un phénomène isolé, un cas sporadique . . . C'est le roman-type, parce que c'est incontestablement le meilleur livre, le plus réussi, le plus artiste de tous ceux qui paraissent en son temps, c'est le plus riche de sève, d'observation et d'humanité." Those who do not know the true story of Dr. Delamare and Delphine Couturier will find it circumstantially told in this useful book.

A shorter book, *Arthur Rimbaud, son œuvre* by Henri Strenz (Nouvelle Revue critique, 6 fr.) inaugurates a new series of literary criticism and biography, to include studies of Jules Romains, Moréas, Valéry, etc.

I envy the boy or girl who makes the acquaintance of French literary history through Chinard's *Petite Histoire des lettres françaises* (Ginn, \$1.48), fully illustrated, with questionnaires and vocabulary. This present survey has been written to be read by high school students, and in schools where it cannot be used as a class-room text, it should certainly be placed in the school library. Professor Chinard's paragraphs are packed with pregnant and discriminating comment . . . writers of handbooks are now on their mettle. I note only one line that might be misunderstood: Paul Valéry is only "*libéré des entraves de la vieille prosodie*" (p. 253) in an intellectual sense. But by comparison with the elementary histories of French literature used in French schools, Chinard's book stands out as a true work of art.

"*Aucune œuvre, dans notre littérature, ne nous présente une galerie de portraits féminins aussi riche que celle de Colette.*" Thus writes Jean Larnac in his *Colette, sa vie, son œuvre* (S. Kra, 15 fr.), about the author of *la Maison de Claudine* whom he calls "*le génie le plus instinctif et le plus artiste, à la fois, de notre littérature.*" This is immense praise, yet few modern authors have developed as Colette has done. Her latest book, which I shall call a fiction-memoir, called *la Naissance du jour* (Flammarion, 12 fr.) is being widely read, but will be better understood through Larnac's study.

More than half of the *Maurice Barrès* of Jean Dietz (*Renaissance du livre*, 6 fr.) is

devoted to the novelist's early years, which are interpreted by the aid of quotations from his correspondence and his uncollected early newspaper articles. In my next book-letter, I shall return to Barrès to give an account of the Tharaud brothers' narrative, *Nos Années chez Barrès*, which has not yet come to hand.

Leopold Lacour is a veteran Moliérist who now publishes an illustrated monograph, *Molière acteur* (F. Alcan, 15 fr.). A book of this kind is suggestive by its reversal of values. It helps us to remember that Molière acted tragedy up until 1670. To the biographer of Molière as an actor, *l'Impromptu de Versailles* (which some of us have never read) appears the most important of the comedies, while the farcical *Médecin malgré lui* is precious for its stage directions which show us, for instance, Molière "se promenant sur le théâtre et s'éventant avec son chapeau."

France; Tableau de civilisation française by Régis Michaud and A. Marinoni, is published by Macmillan (\$1.20), with questionnaires, complete vocabulary and over eighty illustrations. This book is quite the handsomest French reader in America, though perhaps some of my native-born colleagues may not care for the photograph of the Paris Bourse with cabs and horse-drawn omnibuses. Each chapter is a feat of successful condensation, and this account of French affairs covers such recent events as the suppression of *juges de paix* in 1926, and such phenomena as the postbellum social divisions: "*La haute bourgeoisie se distingue en bourgeoisie de prestige et en bourgeoisie d'argent*," or modern music (Poullens is a misprint for Poullenc); sounding an occasional note of irony: "*L'Académie française compte bon nombre d'écrivains éminents*." I have enjoyed displaying this book, and if I were in high school, I think I should also greatly enjoy it. A commendable feature is a list of proper names with their pronunciation. But Macmillan has taken the trouble to print accents on all the capital letters and yet failed to mark the gender of the words in the vocabulary.

It is also a pleasant duty to draw attention to *America and French Culture, 1750-1848* by Howard Mumford Jones (University of North Carolina Press, \$5), 615pp., a painstaking and informing survey of three prin-

cipal subjects, the French racial element in America, the influence of French culture in the country, and American opinion of France. I must hasten to state that a later study planned by Professor Jones will survey the American reception of French literature during the same period.

The second edition of *le Langage populaire* by Henri Bauche (Payot, 18 fr.) is prefaced by a "text:" "*C'est rapport à vot'dame que je vous cause*." One hundred and eighty octavo pages are here devoted to the grammar and syntax of "*le langage populaire*," a subject worth studying by those who want to understand all forms of spoken French, and by those who have picked up the language by ear and who need to purify their vocabulary. Not that Bauche is hostile to the popular French of Paris, his criticisms only apply to the unhappy blending now to be remarked of academic correct speech with the natural speech of the nation and the "horrible" language of the newspapers, politics and government. The book is extremely diverting and useful. It is completed by a valuable and up-to-date *Dictionnaire du langage populaire parisien* comprising over 50 octavo pages in double columns.

I venture to predict that *La Sorbonne*, by Jean Bonnerot of the University library (Les Presses universitaires, 15 fr.) will be one of the best-sellers this summer in Paris. This repertory of college traditions contains 18 rotogravures, a history of the buildings of the Sorbonne, a minute description of all the halls and laboratories, including, for example, notes on the paintings in the Rector's private apartment; and sections devoted to Richelieu's church, student life today and the new *Cité universitaire* near the Parc Montsouris.

Those who have studied under H. Van Daele of the University of Besançon will welcome his *Phonétique du français moderne* (Armand Colin, 6 fr. 50), a little manual singularly rich in plausible explanations and suggestions: e. g. that the *h* of *huit* and *huile* appeared in Old French to prevent confusion with *uit* and *uile*, now written *vit* and *vile*; and that the aspirate *h* of *héros* represents the Erasmian pronunciation of the Greek rough breathing, *héroïne* being a later creation.

Les Verbes français by J. L. Barker and John L. Ballif of Utah (Scott, Foresman &

Co., paper, \$0.80, cloth, \$1.12) will please teachers trying to use French in the classroom, for it is the only all-French verb book that I have met. Another good point for the attainment of fluency in the student is the fact that the compound tenses of all but the defective verbs are conjugated out in these paradigms. A few slips can easily be corrected, due to misprints in the index, reference is not made to *médire* for the conjugation of two compounds of the verb *dire*; and there is also a misplaced grave accent in the future tense of the verb *espérer* (p. 40).

La Vie d'Alexandre Dumas père by J. Lucas-Dubreton (*Nouvelle Revue française*, 12 fr.) will be found as entertaining as any of the popular "novelized" biographies that are now so successful in France. While the principal facts of Dumas' life may all be found in an article in the *Britannica*, his picturesque existence was marked by so many amusing incidents that his biographer needs only to efface himself and quote Dumas' witty sayings in order to bring out a delightful book.

François Porché pronounces a dispassionate, grave condemnation of the audacities of Proust and Gide and their ilk in the volume entitled *l'Amour qui n'ose pas dire son nom* (Grasset, 12 fr.). Though Porché does not recoil from the task of studying Greek vice in this book, he voices the instinctive protest of French sanity against a growing wave of literary cynicism.

The United French Publishers (Larousse, A. Colin, Plon) in co-operation with the Maison du Livre have organized an American branch under the direction of Mr. J. J. Champenois at 1819 Broadway, New York City, for the rapid transmission of book orders to France and the free distribution of bibliographical information. A periodical book-list covering recent publications in all

fields of learning and art, quoting prices in American currency, will be sent to any address upon application. This is a development of the former *Bulletin Sequana*.

Note the publication in French by the *Nouvelle Revue française* (12 fr.) of Anita Loos' *les Hommes préfèrent les blondes*, translated by Lucie Saint-Elme and Harry Morgan.

Poèmes et proses à dire, du XII^e au XX^e siècle, selected by J. Dubois and published by Stock, 12 francs, reveals a gradual change in French taste. May I quote a few lines from Henri de Montherland's poem, "*A une jeune fille victorieuse dans la course de 1,000 mètres*"?

*Laissez-moi vous regarder sans parole,
jusqu'à temps que mon front s'abaisse,*

*Victoire qui aviez pour ailes l'amour de
quinze mille hommes debout!*

*Dès l'instant qu'à deux cents mètres du
poteau la course avec certitude fut pour
vous,*

*notre clamour, comme une eau qui sourd,
par en dessous vous a soulevée.*

*Vous étiez portée dans des bras deux
cents mètres avant l'arrivée.*

*Et puis, pâle, arquée en arrière par un
extraordinaire arrachement,
à la fin l'imploration des bras et le fil
entre les dents,*

*et moi mon programme dans ma bouche
pour pouvoir battre des mains à l'aise!*

*O valeur! O meilleure que les autres! O
merveille que vous soyez Française,
quand les Suédoises avaient abandonné,
quand les Américaines perdaient l'air,
quand la Tchèque était hors de course et
l'Anglaise un démitour derrière,
et soudain les quinze mille gouailleurs à
cause de vous se sentaient de France!*

*Mon cœur presse si fort ma poitrine que
je suis obligé de faire silence.*

ACADEMY LIMPS LISTING WORDS—The famous dictionary being prepared by the Académie Française is about half done after fifty years of work and this first part will be published soon. The Académie has the world's record for slowness. In the three centuries of its existence its one continuous job has been the official French dictionary which itself is rarely seen, but which serves as the basis for other similar and more condensed works.

The first edition of the dictionary was started in 1638 and was published fifty-six years later.

Succeeding editions usually were issued in sections, as will be the present one.

Each time many new words are accepted, but by the time the Académie finishes a section many of the accepted words become obsolete. At each session one or more words are discussed by the academicians and the public gets much amusement out of some decisions, such as the recent refusal to admit the word "midinette," the popular description of the little Parisian working girl. The aged scholars thought the name a flippant colloquialism.

QUARTERLY SPANISH BOOK-LETTER

L. D. BAILIFF, University of California at Los Angeles

AMONG the important new text editions must be considered *Anthology of Mexican Verse*, Rosenberg and Templin, Stanford University Press, 1928; XXVIII + 193 pages. There is a general introductory discussion of lyric poetry in Mexico, a fine bibliography on Mexican literature and especially on lyrics, as well as a brief treatise on verse-forms, rhyme, etc. The notes are complete and go considerably beyond the casual grammatical explanations, since they contain much historical material. This book should fill a place in literary texts that has been almost entirely neglected until the present.

Old Spain—Azorín—edited by G. B. Fundenberg, the Century Company, 1928, is a good example of Azorín's latest style in writing. The edition contains an Introduction, Notes, Exercises and Vocabulary; XVIII + 116 pages. Here we see Azorín in his true role of interpreter of Spain and things Spanish, a prominent representative of Modern Spanish literature, and a sort of mirror in which we may observe the characteristics of the rather loosely formed group of which he is, if not a leader, at least an essential part. Because of these very representative qualities of its author, the present text serves particularly well in an American edition. *Old Spain* shows both the strong points and the weaknesses of Azorín's works, present here as elsewhere. The underlying theme of the play is doubtlessly the struggle between the old and the new. In this sense it may be said that there are two protagonists, or, rather "portavoces", of the author, since Azorín seems to love "Old Spain" on the one hand, and to be a partisan of progress on the other. The solution of the problem seems somewhat trite. The idea is to love "Old Spain" and still be unafraid to progress. This book should suit university classes particularly well. A certain amount of background is necessary to an appreciative understanding of the play.

Vicente Blasco Ibáñez. *Novelas de Amor y de Muerte*. Valencia. Prometeo, 1927. This volume contains six stories, all but one of which are quite recent. They are all different in nature and content. The titles are: "El Secreto de la Baronesa," in which we see the attitude of the Baronesa toward her

daughter's illegitimate child. "La Piedra de Luna" depicts the rise and fall of a movie star. "El Rey Lear, Impresor," is the story of a Spaniard who went to Buenos Aires where he succeeded in amassing a fortune in the printing business, only to lose the business to his German sons-in-law. "La Devoradora" is a vampire, a dancer and adventuress, who successfully lives at the expense of Russian nobles and bolsheviks, before and after the Revolution, respectively. It takes place in Nice, France. "El Réprobo" is a love story of the organist in a convent, and one of the nuns. "El Despertar del Buda" is an Indian legend. Blasco Ibáñez says he wrote it while in prison in Valencia, over thirty years ago. The material is purely legendary and imaginative.

(Vicente Blasco Ibáñez). *El adiós de Schubert*. Madrid, Editorial Cosmopolis. Here we have another group of short stories by Ibáñez, each distinct in type. They deal with the tragic side of life and the plots are chosen from many sources; the French Revolution, the Russian Revolution. The title of the group is taken from the last story, concerning the tragic life of a musician.

Juan Ruiz de Alarcón y Mendoza. *La Prueba de las promesas*. Reed and Eberling. Knopf, New York, 1928. The edition contains Introduction, Bibliography, Metre, Notes and Vocabulary. XIX + 155 pages. This is a very carefully prepared edition of one of Alarcón's best comedies of character and manners. The scholarly effort of the editors is manifest. The book has been edited with a view to use in fourth year high school or third year college work, but there seems to be a discrepancy here, since the preparation of the high school pupil is hardly adequate for the play nor comparable to that of the college junior.

Manuel Azaña. *La Novela de Pepita Jiménez*. Cuadernos literarios. Madrid, 1927. 92 pp. In this short volume of 92 pages is written the last word about Valera's celebrated novel, *Pepita Jiménez*. Azaña has had access to all available documentary evidence, apparently, concerning the author and his work. In addition to the one novel, pertinent remarks are made about various other works of Valera. This essay was originally part of a prologue to the Clásicos Caste-

llanos edition of *Pepita Jiménez*. The whole work was too long for the purpose and this selection is the result: a sort of commentary, following the 1927 edition of the novel. The entire essay, both the part reproduced in the Prologue to *Pepita Jiménez* and the present article, are part of a *Vida de Don Juan Valera* which Mr. Azaña hopes to bring out in the future. Much detailed material is presented, concerning personal and literary facts about the author, as well as extensive biographical data. The critical note is keen. Some people may be surprised to learn how much of *Pepita Jiménez* comes from Valera's personal experience.

Pío Baroja. *Las Mascaradas sangrientas*. Caro Raggio. Madrid, 1927. This is the latest novel of Baroja, belonging to the series of *Memorias de un hombre de acción*,

bringing the total number in the group to sixteen. Like most of its predecessors in the *Memorias*, the novel is lacking somewhat in the spontaneity and appeal of the trilogies, and yet there is much that pleases us. The story deals with the period around 1839, slightly before the treaty of Vergara. The book is made up of a series of episodes (like several other *Memorias*), all related to the first Carlist war. Specifically, also, dissension within the liberal and Carlist parties is much stressed. The period was one of intrigue and crime, plots and counterplots. The novel really has two parts: the episodes, and one episode in particular, *El Crimen*, which forms the plot of the novel. The story is told in Baroja's characteristic fashion, which for some means lack of style, but for us, a very entertaining style.

QUARTERLY GERMAN BOOK-LETTER

EDMUND K. HELLER, *University of California*

A FAST trip has taken me to Germany, somewhat in advance of the flood of American tourists whose number is steadily on the increase. Among my first impressions of Berlin at this season is the loveliness of the green linden trees which border many streets. They stand in marked contrast to the dry plains of Nevada, Utah, Wyoming and Nebraska which I crossed a few weeks ago.

I called at once at the Prussian Ministry of Education where I was treated with great courtesy. Without difficulty I obtained a general permit to visit schools throughout Prussia. I shall report on my observations in a later issue.

A valuable help for my purposes I also found in the *Amerika-Institut*, Berlin N. W. 7, Universitäts Str. 8. Although I had been acquainted with its history I did not realize how well it fulfills its task of furthering the intellectual intercourse between the United States and Germany under the able direction of two Harvard graduates, Dr. K. O. Bertling and Professor P. Grossman. As an example of what may be achieved with the help of the Institution, I mention the latest

book of a well-known American educator: Charles Franklin Thwing, *The American and the German University*. One hundred years of history. New York, Macmillan 1928 (238 pages).

The author traces in an impartial way the cultural influences of German universities on American education. The statistical data on which the book is based were gathered by Dr. Bertling's office.

Another book for which much of the material was obtained through the Institute is just off the press:

Georg Kartzke, *Das amerikanische Schulwesen*. Leipzig, Quelle und Meyer 1928. (226 pp.)

This is a compact presentation of a difficult subject by an author who is equally well informed on American and German conditions. The Library of Congress and the library of the Columbia University Teachers College excepted, I could think of no better place than the Amerika-Institut for writing such a book.

I strongly advise any American colleague who may come to Berlin to make full use of its facilities.



CORRESPONDENCE and COMMUNICATIONS



Some Important Problems In the Modern Language Program

REPORT of a discussion of language problems at the meeting of the Association of Modern Language Teachers of Central and Northern California at the University of California, Berkeley, April 14:

The discussion was led by Mrs. Belle E. Bickford, of University High School, who was assisted by Miss May D. Barry, Vice Principal of Noé Valley Junior High School, San Francisco, and Miss Frances Murray, of Technical High School, Oakland.

Mrs. Bickford said in part:

"The problems in our modern language program are so numerous, and so vital, that it is difficult to determine which are the most important. They classify themselves naturally into three groups: (1) those concerning our boys and girls, (2) those that have to do with teachers, (3) administrative problems, such as arranging for proper articulation between junior and senior high schools, for articulation between high school and college, for segregation of classes, and the like.

Probably the questions that give us the most concern are those that have to do directly with our boys and girls. The change that is taking place in our social order and the consequent change in the attitude of our young students toward life are necessitating a re-organization of the entire educational system. It is essential, then, that the modern language program be made to fit the new conditions. Languages are no longer a traditional subject to be followed as a matter of course. Their place in the curriculum is important only in ratio to the benefits derived from their study. The public, administrative officers, even the young students themselves are challenging language teachers to give full value received for the expenditure of time and effort put upon them. In a word, we must contribute toward the fullness of living. This can be done only when we have (1) the proper material to work upon, and (2) when we adjust both subject matter and method to the demands of the child.

Considering these two requirements we have chosen the following questions for discussion. They apply as much to instruction in college as to that in high school.

- I. Should every pupil who desires to study a language be permitted to do so?
- II. What should be done with failing pupils?
- III. What methods should be used?
- IV. How can the high school program be arranged so that the student may have language immediately before entering college?

(Miss Barry spoke to the first question. See paper below.)

The second question was discussed according to the following sub-topics:

1. Should a weak pupil be allowed to pass in

the hope he will grow in strength the following semester?

2. Should he drop the course as soon as the instructor is convinced of his inability to do creditable work?

3. Would the remedy be a Z class or a general language course?

4. Would a segregation of classes in either high school or freshman year in college solve the problem?

5. Can failures be avoided by changing methods, re-adjusting the program and appealing to the interests of the child?

(Miss Murray led this discussion. See paper below.)

Although we cannot agree with the person who complains of the waste of public money and of the student's time as he has learned very little in his study of language that is valuable to him in after life, we must confess we are not wholly blameless. According to the report of the Modern Language Study Committee only about 40% of our language students ever read a foreign language book after leaving school. Can we not raise this percent by studying our boys and girls and adapting our methods to their needs? Ernest H. Wilkins, president of Oberlin College, has written an interesting little book called "The Changing College." In it he says "The word 'curriculum' has no proper modern significance except as designating a course of study created anew for each individual student. No two students bring to college the same background, the same experience, the same achievement in knowledge. We should study the record of each individual." If this be true of college students, how much more is it imperative to study our high school boy and girl? Many a pupil is saved by careful guidance and suitable instruction. A study of the individual means a careful re-organization of his program. We must spare him the non-essentials and teach him those things which not only add to his store of knowledge but which interest him and are lasting. How are we to make our selection? To quote the Modern Language Study Committee again: "About one-half of the high school and college graduates can use foreign languages for conversation, and, at least, one-quarter can use them in correspondence. Only 16% of those who begin foreign languages continue the study in a third year." Is this the fault of our methods? Are we meeting the student's needs?

These questions bring us to the third problem, "What methods should we pursue?" Here several questions arise, such as:

1. How are we to adapt our method to the student in large high school and college classes?
2. Can we adapt language teaching to the Cardinal Principles?
3. Can we relate our subject to the other subjects of the curriculum?

4. Should we convert the first two years of language study into a reading course rather than an intensive study of grammar?

5. How can we have scientific selection of text-books?

(A general discussion followed in which the fourth of the preceding questions received the most attention. The opinion seemed to favor the old method of intensive study of grammar, inasmuch as a continuance of study in college makes it necessary.)

DISCUSSION BY MISS MAY D. BARRY

Should every pupil who desires to study a language be allowed to do so?

Improved economic conditions in the United States and the change in attitude toward child labor have changed the population of the secondary schools today. The high school curricula must recognize and provide for individual differences and future needs of its students. It no longer serves the wants of a small selected group, planning to follow a profession, for only 42% of the students entering high school complete the course, and 13% continue in college.

The high school is attempting to solve this problem by undertaking a vocational and educational guidance program. The foreign language teacher should contribute to the solution of the problem, for all studies of failures in high school indicate that failures in foreign languages and mathematics lead. Whenever foreign language teachers discuss a curriculum for the high school, it is usually from the standpoint of the college preparatory course.

There are two plans of procedure:

1. Shall we attempt to find means of discovering the student who has linguistic ability, assuming that it is possible, and bar all others from the language classes?

2. Shall we adapt our language curricula to the varying needs and abilities of the high school student of today?

The following plans have been tried as a means of discovering the student who can profitably undertake a language.

General Language Course—A General Language Course has been tried out in the junior high school to discover the student who is able to take up profitably language study in the seventh or eighth grade. There are those who believe that the purpose of this course is to enable the student to choose wisely the language he desires to study. I do not think that this is the important question. The vital thing is to begin the language study early and adapt the course to the needs, abilities, and interests of the student, so that more can undertake successfully foreign language study. As an introduction to foreign language study, I believe that the General Language course has its place in the low seven for the average student. The student of linguistic ability is able to begin his language study without this introductory course.

Exploratory Course—This course is a tryout of five or ten weeks in two or more languages in a one or two term course. The grammar outlined in these courses is as formal and technical

as that found in beginning grammars. I do not believe that this problem can be solved by exploratory courses.

Proficiency in English—The various studies made indicate that there is a correlation between success in English and in foreign language. Whether it is any higher than success in mathematics or any other subject I am not prepared to say. I think it is true that students who do well in foreign language do creditable work in other subjects.

Intelligent Quotient—The I. Q. is often used as a means of determining who shall and who shall not take a foreign language. The I. Q. has its uses but I should not eliminate from the language class, or any other class, on this basis alone. There are too many other things that enter the question, even assuming that the I. Q. is reliable.

Prognosis Tests—My interest in prognosis tests is from the standpoint of sectioning of classes and differentiation in the curriculum, rather than elimination. The results of a prognosis test tried out in University High School and in Fremont High School, Oakland, are significant and indicate that it is possible to predict success in language study. The test in the form tried out, differentiated between the superior and the poor student rather accurately. Students receiving a score of 50 or less had one chance in three of completing the course; a score of 40 or less, one chance in four; a score of 35 or less, one chance in five. Students receiving a score of 90 or better received a first section; a score of 80 or better had even chances of receiving a first section.

I think the solution of the problem lies rather with the second plan, that of finding the type of language work a student can do successfully and suiting the content of the course and the method to the abilities and needs of the student. The language teacher in his class room should make a study of the problem and not leave it to the arbitrary decision of the administrator who knows nothing about the subject.

DISCUSSION BY MISS FRANCES MURRAY

Should weak students be kept in the class by the constant help of the teacher in hopes that they may later walk alone?

There is, of course, much pressure brought upon the teacher to do so. The disgrace of failing an undue proportion of the class, the need of keeping up enrollment and the expense of repeaters, all over persuade us to nurse the pupil along in hopes that something may happen to justify our faith. Fortunately for some of us, two sorts of classes have been established in Technical High School which have greatly relieved the situation, namely, the Z class and the General Language class, which is not what its name implies.

After the end of the first quarter, pupils in first or second term who are hopeless failures are transferred into the Z class if they wish to continue the language. They are told that credit will be given for graduation but not for college. The content of this course is very much simplified; it is work suited to sixth or seventh grade

pupils, but it is real language study. Easy reading material is given with questions and answers and compositions based upon it, simple dialogues are learned and acted. Now and then a South American country is studied in English and illustrated note books are kept. The class is divided into A and B sections, the advanced section supplying an incentive for sustained effort. It is surprising what splendid response results and how much happier and interested these students are now than they were when constantly failing in the regular classes.

The so-called General language class is made up of students who lack character and ambition as well as brains, many of whom are problems in discipline. The work in this class is entirely in English—a better name for it is "The Magic World of Words." This course has been planned to help solve some of the modern educational problems. It is based upon the principle that success is man's best encouragement in life, while repeated failure saps his stamina and softens his moral fiber. It is a workshop in which pupils can choose and do the work they like best and thus succeed.

Each week is given up to one unit of the course. One of these units may be the study of symbols, symbols of money, of literature and art, of flowers, etc. Papers are written, read, and discussed and note books prepared. These discussions give many opportunities for fixing ideals, for comparison of opinions, for inspiration from unusually fine talks. The value of this class has been splendidly demonstrated and the elimination of these pupils from other classes has been a blessing.

Methods of Acquiring A Spanish Vocabulary

TEACHERS of Spanish may differ as to methods of instruction; long, bitter and inconclusive debates may weary us, but we agree that Spanish words are the important centers about which sentences form and discourse is built. In view of this importance of words, the writer would enlist co-operation in his efforts to assist the pupil in establishing effective habits in acquiring a vocabulary.

The sum total of Spanish words is so large that the student knows he cannot master all in a brief course of two years. He must choose. The first grouping will produce an active and a passive vocabulary; or in other words, one a dynamic vocabulary; and the other, a potential vocabulary. By an active vocabulary is meant such words as are readily used in conversation; by a passive vocabulary we mean such words as are recognized when heard or read. By study and practice, words from the passive list are transferred to the active. When a student begins to study Spanish his active list is zero, but the passive list varies directly as his ability to recognize known words, even if labeled foreign. *Singular, plural, gas, inferior, superior, interior, exterior* are known words in the passive list and may easily be transferred to the active. Our first procedure, then, is to separate into two groups, an active and a passive, the words to be acquired.

But what words are to be acquired? Again a choice must be made. An excellent plan is to request the student to write, in English, words most commonly used, and then determine the corresponding Spanish words. Such an exercise will probably call forth such words as: to eat, *comer*; to drink, *beber*; to sleep, *dormir*; to come, *venir*; to go, *ir*; to walk, *andar*; to talk, *hablar*. In the determination and statement of such a list lies the success of acquiring a vocabulary. Interest is enlisted and effort is directed. If the English vocabulary is meagre, the corresponding Spanish vocabulary will also be meagre. One student differs potentially from another in vocabulary, and there will be as many different vocabularies as there are pupils in the class. After determining the words to be learned, how shall they be learned? It is not sufficient to dismiss this question with a "Remember them." It is better to begin by organizing the list of words to be remembered. Such organization discloses the fact that certain words are identical in English and in Spanish. Words of this class are *natural, gas, cargo, chocolate*. These words are easily incorporated as Spanish words and become readily active. They require only a study of pronunciation.

A second fact disclosed by organization is that certain words vary slightly in English and in Spanish. Words of this nature are usually of Latin derivation. *Verbo, presente, substancial* are examples of this class. Words in this grouping require a study of form change and pronunciation. The Spanish words not falling into either of the two groups already described form a large group, difficult to acquire and to use. Constant drill is demanded. The new word and its meaning are grouped together until a bond is formed. "*Atajo*—short cut" is repeated as $7 \times 7 = 49$ is repeated, until *atajo* arouses the proper response.

In the beginning of the study of Spanish the student will find most of his active words identical with the English list, or slightly different from English; his passive vocabulary is largely in the class not at all similar to English.

Another organization of words is founded on the principles of derivation, and presents another effective way of acquiring a vocabulary. The following grouping of the "poner verbs" and the "posición nouns" will illustrate such an organization:

- Poner*—to put
- Componer*—to compose.
- Deponer*—to depose.
- Exponer*—to expose.
- Interponer*—to interpose.
- Oponer*—to oppose.
- Posición*—position.
- Composición*—composition.
- Deposición*—deposition.
- Exposición*—exposition.
- Interposición*—interposition.
- Oposición*—opposition.
- Proposición*—to propose.

Reponer—to repose.

Proposición—proposition.

Reposición—reposition.

But why accumulate words? Certainly not for the pleasure of gathering them. Now, interest and effort must be fostered to use in sentence form the words which have been learned. There is an old device which answers the purpose very well. It is a series of related sentences. The following is an illustration:

Me siento a la mesa.

Tomo mi servilleta.

La desdoble.

Mi madre me pasa la carne y las legumbres.

Me sirvo.

As written the sentences are in the first person singular, present tense. They may be written in ten tenses of the indicative, four tenses of the subjunctive and two forms of the imperative. If the changes for person and number are also considered each sentence will appear in the indicative in sixty different ways; in the subjunctive, in forty different ways; and in the imperative in two ways, or a total of 102 affirmative and 100 negative sentences. The above series contains five sentences or 1010 possible sentences. What a wonderful field in which to cultivate the art of sentence-making! The individual student should be encouraged to form his own series of sentences, using all possible variations. Splendid practice will thus be gained as the student imagines himself merchant, traveler, workman, or a member of some profession.

There is one other division of vocabulary which needs to be considered. Aside from the body of words known to all classes of people, there exists a class of words strictly technical. Each trade or profession has a set of words unintelligible to outsiders. It would be an unwise use of time to teach in our public schools these special vocabularies. Attention should be called to the existence of such vocabularies, and interest in them stimulated among those who desire such words.

We have, then, called attention to active and passive vocabularies, and the natural grouping of these into three classes; also a second organization of words founded on the principles of derivation has been presented. The objective of these classifications of words is prompt and accurate recall in sentences. The sentence is the means of acquiring a vocabulary, and the value of a vocabulary is what one can do with it.

J. WILLIAM JOHNSON

Hollywood High School

In the semester just closing at the University of Wisconsin there were 37 courses offered in French, which were taught in 122 sections. Students in the 29 German courses attended 69 sections. The 21 Spanish courses were given in 66 sections.

The German Institute For Foreigners In Berlin

MOST American foreign language teachers are presumably familiar with the work of the Institute of International Education (2 West 45th St., New York City), which for some years, under the efficient direction of Dr. Stephen P. Duggan, has served as an intellectual mediator between Europe and the United States. The exchange of teachers arranged by this Institute has been most helpful to budding pedagogues on both sides of the Atlantic, and has introduced more mature scholars to opportunities abroad. The Institute has also done good service by advertising the summer courses now being offered at foreign universities, and the fellowships available for study abroad, such as the handsome stipend of \$1500 offered by the Germanistic Society of America for graduate study in Germany.

In recent years the German Universities have been extending greatly the opportunities for summer study, and it is now possible to secure excellent instruction in a wide variety of subjects during the summer months, combined with travel of an educative nature. Thus the University of Göttingen is offering courses from July 9 to August 5, given by University professors, and offering instruction either in German life and culture, or in mathematics and physics, with a fee of twenty dollars to cover all tuition. The Austro-American Institute of Education has arranged for courses at the University of Vienna from July 16 to August 12, including German language instruction in four grades, English lectures in various fields, semi-weekly excursions, and in case of sufficient registration a special teachers' seminary; the fees being eighteen dollars for either the four weeks' summer school or the teachers' seminary or twenty-seven dollars for both combined, or an inclusive charge of one hundred and twenty dollars covering four weeks' board and lodging, tuition, and a weekly tour.

The American Institute in Munich has a handsome home of its own at 22 Hubertusstrasse, and an imposing list of American honorary advisers and references. It sponsors another type of summer study and recreation which is becoming increasingly popular, in the form of a study tour covering 1800 miles of travel on the continent and including Germany, Austria, and France, with social gatherings in various cities to meet prominent foreign personalities. The Amerika-Institut in Berlin co-operates with this tour, which is somewhat similar in purpose to the annual tour arranged by Mr. Sherwood Eddy for the study of present-day social conditions abroad, except that its scope is more generally cultural.

The most elaborate provision for actual study during the summer months is made by an organization housed in a wing of the University of Berlin, and entitled Deutsches Institut für Ausländer. Its Director is Professor Dr. K. Remme, its Assistant Director Dr. G. Kartzke, formerly on the Faculty of Yale University. The courses of this Institute, given in the building of the University of Berlin, run from July 12 to

August 22, and are intended for four classes of students, those desiring regular undergraduate work, those doing graduate work for the Master's or Doctor's degree, teachers who wish to pursue professional studies, and a more miscellaneous group interested in general culture rather than academic credits. Four language courses are offered, each covering sixty hours, and ranging from elementary work to advanced exercises in German style and the proper reading of more difficult masterpieces in prose and verse, and a teachers' course with practice teaching and observation of teaching methods. A wide variety of lectures, in German and English, deal with various phases of German culture—German literature, particularly that of the present day, contemporary and recent history, art movements in painting, architecture, music and the theatre, pedagogy, philosophy, and psychology, political science, economics, and sociology, including such ultra-modern phenomena as the much-discussed Youth Movement. Quite apart from the direct educational and informational value of the lectures themselves, it is a matter of great interest for American teachers and students to hear such famous specialists as Professor Julius Petersen on literary history, Delbrück on historical research, Max Friedländer on the folk-song, Spranger, Koehler and Liebert on philosophy and pedagogy. Sombart in sociology, Westphal on the pedagogy of physics. In addition to this rich variety of courses on the regular program of the Institute, the clever student can readily arrange to listen in on the lectures of many other famous specialists of the Berlin University faculty who are giving their regular courses.

Week-ends are kept free for excursions or social gatherings under the auspices of the Institute. Next summer the personally conducted tours include Potsdam, Dessau-Wittenberg (modern German architecture), Dresden, Stendal-Tangermünde (fine examples of mediaeval architecture), Stralsund and the Island of Rügen. The student pays party rates for these tours. After the close of the summer session, from August 23 to September 1, the Institute sponsors a trip through the Thuringian Forest and Bavaria, for which the inclusive charge is fifty-five dollars. The fee for the summer courses is thirty dollars for 120 hours of instruction. The expense for room and board on a modest scale is about two dollars a day.

The attendance at the Berlin summer courses includes students from every part of the globe, including practically every country in Europe, and the students registered therefore have an opportunity for the widest international contacts. Last summer the Rector of the University, in his address opening the summer session, stated with much satisfaction that for the first time since the war the largest national delegation at the summer school was that representing the United States. It should be added that several American university instructors participate in the courses and lectures, and that this makes it easier for the American students to get adjusted rapidly to the work of the Institute.

The courses of the Berlin Institute for For-

eigners, in conjunction with the general cultural advantages of the capital, offer a rare opportunity, not only to study modern methods of language teaching and to get into touch through the most authoritative specialists with every important aspect of contemporary German life, but also to see the daily expression of this life in the largest German city.

Pomona College

JOHN S. NOLLEN

"Sun and Shadow In Spain"

IN preparing reading lists for my classes in Spanish, I found listed in the catalogues this book, SUN AND SHADOW IN SPAIN, by Maud Howe Elliot. Mrs. Elliot, who is the daughter of Julia Ward Howe, has in this book written a most delightful account of her travels. The narrative is full of color and atmosphere, and presents a very attractive account of the legends, history and customs of the country. Her contact with interesting people, and her opportunities of witnessing unusual ceremonies, such as the marriage of Alfonso XIII to Princess Eugenie Victoria of Battenberg, and the marriage of the king's sister which shortly preceded the royal wedding add much to the vividness of her story.

Knowing Mrs. Elliot's style in other books, I did not hesitate in ordering this one, but I was dismayed, upon receiving it, to find the large number of errata which it contains. Unfortunately the book is marred by the author's complete ignorance of the Spanish language, and the mistakes which she makes are not to be condoned even by her frank statement that she was unfamiliar with the idiom of the country. All the more, since she is aware of this shortcoming, the reader is surprised that she should not have taken the utmost pains to have her manuscript read and corrected before submitting it to any publisher, and the publishers are open to criticism for not having the proof more carefully read.

Doubtless the average reader loses little, since he is equally uninformed, but one familiar with the language is scarcely compensated for pleasure in the matter of the book by the increasing irritation with which he meets the constantly recurring errata. It is a book of decided value, from the standpoint of content, for students of Spanish in high school and junior college, but these should be cautioned against the mistakes, and urged to observe and correct them.

The book, published in England, is out of print, but it is really so valuable in information that I should be glad if a demand might be initiated on the part of Spanish teachers, which would stimulate its reprinting. It is of decided interest to my students, and has many things not found in the usual books about that country.

It is astonishing how few books there are on Spain, and of these how many have lapsed from print. It seems to me that one thing language teachers could do would be to encourage the publishing and sales of books of so informative and interesting a nature.

MARY ELEANOR PETERS

Junior College, San Mateo

La Literatura Castellana hasta Hoy

El castellano es Cervantes, es decir: uno de los cinco mayores literatos de los millones de escritores que han existido en un período conocido de tres mil años.

Pero el castellano es algo más: su literatura es una de las más ricas de la historia literaria. Los que están aprendiéndolo podrán decir si vale la pena dominar los diez mil verbos y demás dificultades, para adquirir "una nueva alma" (es decir, un nuevo modo de ver las cosas), con esa lengua más majestuosa y persuasiva de todas las que se oyen actualmente en la Tierra.

Y para ser prácticos, aprovechando nuestra experiencia, vamos a tratar de fijar los cinco literatos castellanos más significativos, y como apéndice, los cinco literatos latino-americanos que les siguen, como jalones centrales en selva a veces poco conocida.

Poética. Surgen varios nombres, pero ninguno llega a la grandeza de un poeta no completamente castellano. Es de advertir que España es una península dividida en tres franjas paralelas, en las cuales, por diversas causas, se hablan tres matices de idioma, que son respectivamente: un castellano fuerte, o sea catalán; un castellano puro o término general, que es el español; y un castellano suave, que es el portugués y gallego, al grado, por ejemplo, que quienes saben bien el castellano, entienden a un portugués, y además que Portugal pertenece a España, como Cataluña se le ha querido separar a veces. Según todo esto, el mayor poeta castellano es Camoëns, que escribió en portugués, y amó a España como a parte de la Patria común. Pero si se quiere a un poeta enteramente castellano, muchos pondrían a Fray Luis de León; y nosotros creemos que es Zorrilla, que si no le supera en perfección de acabado, sí en capacidad. En América Latina: el nicaragüense Rubén Darío; y no es cierto que sea superior a Zorrilla y a todos, sino que es más del gusto de muchos de la época. La característica de la poesía castellana es la sonoridad de forma.

Dramática. Lope se creó frecuentemente que es el mayor, por que escribió dos mil preciosas obras de teatro, que yacen olvidadas; y realmente en cantidad ni quien le pueda ganar, pero en calidad que es lo principal, es mayor Calderón, quien tiene obras que no alcanzó a poder escribir Lope. En América Latina: el mexicano Ruiz de Alarcón. La característica de la dramática castellana es su fondo un tanto místico.

Novela. Cervantes; y después se rompieron los moldes, pues jamás se ha escrito en ningún idioma, según es el veredicto universal, ni probablemente se escribirá, según es la curva de las historias literarias, una novela mejor que la de Cervantes. Y sin embargo, incidentalmente vamos a hablar de otros dos nombres, por que son muy citados. Pérez Galdós, que no tiene más mérito, que la cantidad, mucho menor que la de dramas le Lope; siendo superior por su calidad, desde luego, uno que por extraña suerte es menos conocido fuera de las

naciones de habla castellana, pero que tiene novelas que ya quisiera Galdós, y es Pereda. El otro nombre muy mencionado es Blasco Ibáñez, cuyo mérito es haber escrito sobre algo que no vivieron en tiempo de escribir ni Galdós ni Pereda, y que es el mayor tema contemporáneo, o sea la Guerra europea. En América Latina sigue siendo el mayor: en colombiano Jorge Isaacs. La característica de la novela castellana y principalmente cervantesca, es su fondo sociológico.

Oratoria. No cabe duda de que el mayor es Granada, a pesar de las revaluaciones literarias; pues Castelar es bastante vacío y tuvo grandeza que parecía exclusivamente literaria y que ha sido en parte política y relativamente efímera. En América Latina: el uruguayo Rodó, aunque no es del género puramente oratorio, sino del periodista o de ensayo. La característica de la oratoria castellana es su forma rotunda.

En resumen:

Poética. Camoëns, *Os Lusiadas*, sobre conquista de África. Zorrilla, varios Poemas, sobre España. Latino-americano Darío, *Prosas Profanas*, sobre preciosismos versallescos.

Dramática. Calderón, *La Vida es Sueño*, sobre el engaño de la vida. Latino-americano Ruiz de Alarcón, *La Verdad Sospechosa*, sobre engaño y amor.

Novela. Cervantes, *Don Quijote*, sobre lucha por un ideal. Latino-americano Isaacs, *Maria*, sobre un idilio amoroso.

Oratoria. Granada, *Guia de Pecadores*, sobre reforma de la vida. Latino-americano Rodó, *Motivos de Proteo*, también sobre reforma de la vida aunque menos místicamente.

El décimo literato castellano: el que ustedes gusten.

Por lo demás, no estamos conformes con determinadas ideas morales, nocivas, de Darío, Rodó, Zorrilla, etc.

Otro resumen, de mayor a menor literato:
 (1) Cervantes, (2) Calderón, (3) Camoëns,
 (4) Granada, (5) Ruiz de Alarcón, (6) Zorrilla,
 (7) Darío, (8) Rodó, (9) Isaacs, (10) algún otro.

ALEJANDRO TRASLOSHEROS,
*ex-Professor de la Universidad
 Nacional de México.*

Twenty-seven European universities actively seek American students for their summer schools.

Thirty students will be sent abroad for study by the Peruvian Government and at its expense. Three years each will be the maximum period.

An appropriation has been made by the Government of Colombia for the erection of a building in Paris as a residence for Colombian students attending the University of Paris.

A fund of 100,000 Argentine pesos has been donated by Señor J. B. Sauberan for the maintenance of annual scholarships, tenable by graduates of the University of Buenos Aires for advanced study at the Sorbonne, Paris.

English — The World Language

THE first quarter of the twentieth century will ever be remarkable for two great movements, one physical and the other moral. The physical movement gave birth to great inventions and discoveries in every field of science, especially in the field of electricity. The moral awakening has led to the betterment of weaker members of society and has resulted in a world-wide demand that wars cease and man devote his labor, wealth and intellect to the arts of peace.

Both of these movements should combine to bring about the desired end and teachers, especially language teachers, should be the first to point the way. What can language do? Very much, indeed. We who concern ourselves with teaching and studying languages believe that a common or universal language would bring about a better understanding between the nations of the world. Which language is best fitted to be the universal language? Which language today best suits this Age of Action? Why, the language whose *action* words, whose *verbs* are the easiest. That is, the writer believes, the English language. Because our verbs are the easiest for all non-English speaking people to learn, we believe the English should be adopted. Granting that this is so, then comes the question of *how?*

The answer is, we believe, at hand, *the radio*. Let Mr. Ford or Mr. Rockefeller become interested in this matter as much as Samuel McClure was at one time interested in Esperanto and the result would be realized in a decade. If Wm. R. Hearst cared to interest himself in this matter, he could bring about this end very quickly and with very little cost. Imagine a girdle of broadcasting stations circling the globe every five or six hundred miles apart, linking up all parts of the continents and the isles of the seas. Let trained men be employed to broadcast at regular hours of the day all the news of the world. What would be the result? We believe that every radio owner in the world, whatever his native language happened to be, would take up the study of the English language in order to understand the broadcasting. True, people would not give up their own native language either in speech or in literature. That would be unwise, but soon the whole world would become bi-lingual and English would become a universal language.

It would require fifty or seventy-five broadcasting stations. The initial expense would be from \$250,000.00 to \$400,000.00. But many a philanthropist gives away this sum yearly with less certain results. A publisher could make such a project self-supporting by means of advertising, and would be able to make this project the first radio news of the world. What can we language teachers do? Get behind the project with propaganda, enlist men of wealth, men of political influence, diplomats, governors and rulers; organize the language teachers of the world, if need be, and adopt simplified spelling of the English. The English spelling is the

greatest difficulty to overcome. But the simplified verb forms off-set this difficulty.

Hollywood High School

C. L. JORDAN

Una Invasion Pacifica

SIGUIENDO la iniciativa del Concilio Inter-nacional de Progreso Educational, el doctor Campbell, presidente de la Universidad de California, extendió una invitación en nombre de la Universidad a la secretaría de la Universidad Nacional de México a que nos visitara aquí en California una Misión Cultural de educadores para realizar un intercambio de ideas sobre el programa y la técnica de la instrucción pública. El plan se llevó a cabo con toda felicidad y un grupo de veintisiete personas, maestros y directores de escuelas públicas, no sólo de la Capital sino también de varios centros de nuestra vecina república, salió de México el primero de mayo e hizo una jira por el estado de California, visitando primero la Universidad en Berkeley y las escuelas de San Francisco y de regreso pasando dos semanas en el sur de California.

Tuvimos el gusto y el honor de agasalarlos en Los Angeles con un espléndido banquete el 14 del mismo mes en la Cámara del Comercio a que asistieron más de 600 personas, representantes de los varios cuerpos docentes de la ciudad y miembros distinguidos de la colonia mexicana residentes en ésta. La reunión se verificó bajo la dirección del señor George W. H. Shield, director del departamento de lenguas vivas de las escuelas superiores de la ciudad. El anfitrión era el ilustre Doctor Rufus B. von Klein-Smid, quien tiene su título en leyes de la Universidad Nacional de México. Dio la salutación de bienvenida la muy distinguida señora, Doctor Susan M. Dorsey, superintendente de las escuelas públicas de la ciudad. Respondió con igual cordialidad y simpatía el catedrático Federico E. Marescal de la universidad nacional de México y director de la misión visitadora.

Los maestros y maestras que componían la comitiva tuvieron amplia oportunidad para visitar las oficinas de la Junta de Educación donde se dirigen los trabajos de ocho mil maestros y doscientos mil alumnos. Pasaron muchas horas examinando nuestras escuelas técnicas e industriales y las de primera y secundaria educación. Había excursiones al Puerto y otros muchos puntos de interés que son nuestra gloria. No quedó satisfecha la misión hasta haber visitado la famosa Hollywood con grandes estudios de cinematografía que tiene su digna parte en la educación del mundo moderno.

Durante su estancia en Claremont, se perfeccionó un arreglo de un intercambio de profesores entre Pomona College y la Universidad de México.

Como el grupo había sido seleccionado con un propósito muy definido, esperamos que la visita resultará no sólo de provecho en el intercambio de ideas pedagógicas sino en estrechar más íntimamente las relaciones de amistad y de cooperación entre los dos pueblos vecinos.

C. SCOTT WILLIAMS

Hollywood High School.

The Pacific Coast On the Honor Roll

In the Fourth National Prize Contest, just concluded under the auspices of *LA PRENSA* of New York, the leading Spanish daily newspaper in the United States, the following awards have been announced (the titles of the compositions are added) for the Fifth Region, comprising the States of Arizona, California, Nevada, Oregon and Utah:

GROUP I (High Schools)

First Prize, \$30.00: Ray Oelschlager, Hollywood, "El descubrimiento del Océano Pacífico";

Second Prize, \$25.00: Vernette Trosper, Hollywood, "La España de mis ensueños";

Third Prize, \$15.00: Mary Robison, Inglewood, "Simón Bolívar"; Herman Smith, Pasadena, "Los Incas"; Jack Cronshaw, Hollywood, "Una leyenda española"; Viola Bramble, Portland, Oregon, "Recuerdos de España en los Estados Unidos"; Doris Northrup, Pasadena, "El idioma español en el comercio";

Fourth Prize, \$10.00: Eunice Elton, Pasadena, "San Martín"; Helen Friedli, Portland, Oregon, "Si yo viviera en Méjico"; David Bruce, Pasadena, "El Cristo de los Andes"; William Vineyard, Pasadena, "La España de hoy"; Helen Hurd, Portland, Oregon, "Simón Bolívar";

Fifth Prizes, \$5.00: Raymond Powell, Portland, Oregon, "El imperio de los Incas"; Gertrude Roop, Pasadena, "La España de mis ensueños"; Vida Culver, Alhambra, "The Mission Play"; Dorothy Fassnidge, Portland, Oregon, "Un viaje imaginario por la América del Sur"; Dorothy Manson, Portland, Oregon, "Una cuenta sobrenatural"; Albert Jaroff, Portland, Oregon, "Un viaje imaginario por la América del Sur"; Pansy Nollsch, Portland, Oregon, "Un viaje imaginario por la América del Sur"; Margaret Peper, Portland, Oregon, "Las ruinas y el idioma de los Incas."

GROUP II (Colleges)

First Prize, \$30.00: Kenneth Greenlaw, Occidental College, "Juan Valera";

Second Prize, \$25.00: Edith M. Smith, Pasadena Junior College, "La arquitectura española en California";

Third Prize, \$15.00: Lena Gordon, Pasadena Junior College, "El baile español"; Lois T. Hemphill, Pasadena Junior College, "La arquitectura español en la California meridional"; Mary Alice Ross, Pasadena Junior College, "Porque debemos aprender el español"; Caroline Radanovich, Taft Junior College, "Chile y el Estrecho de Magallanes"; Josephine McLaren, Pasadena Junior College, "La herencia española en la América".

HUMANISTIC—"It will not suffice to base the claims of Modern Studies solely on the practical needs of individuals or even of the nation. We need an ideal such as inspires the highest Classical studies. The best work will never be done with an eye to material profit. We must frame our ideal so that it can be consistently pursued through the whole course of school and University life, and even beyond. The first object in school must be to lay the foundations of scholarship and skilled facility of expression and comprehension . . . Early we should also aspire to make some of the boys and girls understand that foreign languages are not learned as an end in themselves, but as a means to the comprehension of foreign peoples, whose history is full of fascinating adventure, who have said and felt and seen and made things worthy of our comprehension, who are now alive and engaged in like travail with ourselves, who see things differently from ourselves and therefore can the better help us to understand what is the whole of truth. Before the boys and girls leave school, by history and literature and other helps to instruction they should be convinced that the study of foreign peoples is an attractive pursuit, and that it cannot be carried far without an intimate knowledge of their languages. Then we shall have as entrants to our Universities men and women who are fit to range, without direct assistance, the whole learning and literature of the languages they elect to follow, and require from their professors only the higher aid. Some of these at their graduation should be finished scholars, ready to become masters and experts in all that appertains to the countries and the peoples that they choose for study. All this can be done for Greece and Rome; why not for France and Germany, for Italy and Spain? . . . The study and practice of the use of language as a fine art is an admirable school of thought and taste. The study of literature, critical, aesthetic, or scientific, should not fail to develop imaginative sympathy, and it is one of the principal avenues to the knowledge of a foreign people . . . Those studies should be in the widest sense historical, and embrace a comprehensive view of all the larger manifestations of the past and present life of the peoples selected for study . . . So regarded, and only when so regarded, Modern Studies may become a means of complete culture and enlightenment. . . . To those highest ends but few can approach, but the higher they are set the greater benefit to all."—*Report of the British Government Committee on Modern Languages.* §§ 56, 57.

FREE INSTRUCTION IN ITALIAN FOR FINNS

Count Pagliano, the Italian minister to Finland, has decided to organize in Helsingfors free courses in the Italian language, in order to bring closer Italian and Finnish relations. Two different courses will be arranged, both free of charge. The first course will give instruction in grammar and the second course will give instruction in conversation on musical,

legal, technical, and military matters. In each course two lessons a week will be taught by natives of Italy. In addition to this, a small reading room will be established for persons who desire to read Italian newspapers and periodicals. An information bureau for students will also be maintained, which it is hoped will prove to be especially useful for professors and students in the university and high schools and for journalists and persons who intend to travel in Italy.

Pacific Southwest Exposition

CALIFORNIA this summer expects to entertain the greatest influx of visitors in its history with the Pacific Southwest Exposition at Long Beach, July 27 to August 13, the mecca for tourists and travelers from all parts of the United States, Canada, Mexico and other foreign lands.

The Pacific Southwest Exposition is the largest enterprise of its kind attempted in California since the world-famed Panama-Pacific exposition at San Francisco and the San Diego exposition, both held in 1915.

The event is to be staged in commemoration of the landing of the Spanish padres, depicting the cultural and commercial progress of the entire Pacific Southwest and its evolution from a colorful, romantic Spanish domain to a bustling world mart.

Having assumed international aspects with pledges of participation already received from Belgium, Mexico, Guatemala, Argentine, Cuba, Panama, Germany, The Netherlands and Sweden, its success is believed assured. Many other nations bordering the Pacific and Atlantic have manifested interest in the event with promise that possibly a score of foreign lands will participate with exhibits of commercial products, rare antiquities and cultural art characteristic of their people.

The exposition is to be located on a sixty-acre water front site at Long Beach and preparation of the grounds is already under way. Actual construction of ten immense exhibit palaces was launched in April.

Governmental recognition of the exposition has been accorded through Congressional approval of a measure sponsored by Senator Hiram Johnson providing tax free importation of foreign articles designed for exhibition purposes. In addition, the measure pledges co-operation of the government to make the event a success.

These developments are having their echo in promises of support from all over the world. Cuba is sending the official band of the Cuban general staff.

Belgium has instructed its state architect to prepare plans for a complete building to house the Belgium exhibits and this building probably will take the form of a duplication of the Town Hall at Brussels. The gardening surrounding it will be Flemish, consisting largely of tulips and other plants characteristic of the nation. The sculptor who made the statue of the Unknown Soldier for the Belgian Government will execute this in duplicate on a smaller scale for use in the center of the Belgian building.

Germany is planning some sort of a Germanic building, featuring its part in world-wide transportation and is negotiating with the German Lloyd and Hamburg-American lines for exhibits.

Back of the general theme of the exposition is being woven the romance of the old Pacific Southwest of the Spanish days. The exhibits in the educational department will show the development of the modern educational system from the early adobe school to the modern edifices housing the present day system. The art exhibits will show examples of the work of

the early Spanish artists as well as those of modern artists in this and foreign nations. The romance of oil, from the early days when a fire hardened wooden pole driven inch by inch into the ground gave California its first oil wells to the modern rotary drills and equipment which pierce the earth to a depth of more than a mile in the search for the black gold, will be shown.

The romance and progress of transportation from the slow moving oxen and mule teams, which brought civilization and American business methods over the Rockies into California, to the modern 12-passenger limousines of the air, which place Chicago and New York in close contact with the Pacific, will be graphically portrayed in the Palace of Transportation.

Household methods of interest to the feminine heart from the stone corn grinders of the early Spanish women to modern appliances of every nature will be seen in the palace devoted to household equipment. In the land and community development building will be pictured the growth of cities, countries and states within the Pacific Southwest area, as well as those skirting the Pacific. Co-operation of the chambers of commerce of all cities within the eleven Western states which form the western division of the United States Chamber of Commerce has been promised and the building devoted to exhibits of this nature will give the visitors a comprehensive picture of the Pacific Southwest of this and other days.

There will be ten or more exhibit halls, each occupying considerable ground space, not to mention many surrounding buildings and special palaces.

The amusement zone will be housed in a group of vari-colored buildings located at the water's edge along the south or ocean side of the site. Amusements of all types will be shown. Colorful pageantry and glittering allegorical spectacles will form important phases of the entertainment. In addition to the many spectacles occupying the special zone there will be indoor and outdoor attractions staged many times each day during the miniature world's fair.

With 4,000,000 people residing within 200 miles of the gates and millions of others potential visitors from the Pacific slope and other points it has been variously estimated the attendance should run between 750,000 and 1,000,000 persons.

FOUR LANGUAGES STIMULATE PARENT-TEACHER WORK

A special edition in four languages—Chinese, Japanese, Korean, and English—of *The Pinion*, a student publication of McKinley High School, Honolulu, Hawaii, was issued recently to acquaint parents of pupils with activities of the school and to stimulate the participation of the parent-teacher association in school work. Branch meetings of racial groups and a drive in the school, with the offer of a prize to the class having the largest parent membership in the association, have been successful in increasing membership in the parent-teacher association and enlisting the co-operation of parents in supplying needed equipment and assisting in other work of the school.—*School Life*.

Suggestive Dates for Club Programs**Jours de fête en France**

Le premier janvier—Le Jour de l'An.

Le 6 janvier—La Fête des Rois.

Le 28 janvier—La Saint Charlemagne (célébrée aux lycées de garçons).

Mardi gras—40 jours avant Pâques.

Mi-carême—(déguisement-bal masqué)

Le 22 février—La Chandeleur (On mange des crêpes ou des navettes. On en jette une sur l'armoire).

Le premier avril—Poisson d'avril.
Pâques.

Le deuxième dimanche de mai—La Fête de Ste. Jeanne d'Arc.

Le 24 juin—La Saint Jean—Surtout célébrée dans les campagnes.

Le 15 août—La Fête de l'Assomption.

Le premier novembre—La Toussaint.

Le 2 novembre—La Toussaint.

Le 25 novembre—La Fête de Sainte Catherine —Pour les jeunes filles, surtout pour les midinettes.

Le 6 décembre—St. Nicolas, (célébrée surtout dans l'est de la France).

Le 25 décembre—Noël.

Deutsche Feiertage

January	1	Neujahrstag.
January	6	Dreikönigstag.
February	2	Lichtmess.
March	1	Fastnacht (Karneval).
March	2	Aschermittwoch.
April	14	Gründonnerstag.
April	15	Karfreitag.
April	17—18	Osterfeiertage.
April	30	Walpurgisnacht.
May	1	Maitag (Socialists).
May	26	Himmelfahrt.
June	5—6	Pfingsten.
June	24	Johannistag (Mittsommer).
August	11	Verfassungsfeier.
October	2	Erntedankfest.
Varies		Kirchweih—a sort of Thanksgiving. Includes Sunday and Monday.
November	1	Allerheiligen.
November	2	Allerseelen.
November	11	Martinstag.
November	16	Busstag.
November	20	Totensonntag.
December	24	Weihnachtsabend.
December	25	Weihnachstag.
December	31	Sylvesterabend.

Días de fiesta españoles

January	1	Año nuevo.
January	6	Reyes Magos.

March	19	San José.
May	1	Fiesta del trabajo.
May	2	El dos de mayo. (Conmemoración de la guerra de la Independencia).
July	25	Santiago.
August	15	Asunción de la Virgen.
October	12	Día de la Raza (descubrimiento de América).
November	1	Todos los santos.
November	2	Día de difuntos.
December	8	Concepción de la Virgen.
December	24	Nochebuena.
December	25	Navidad.
Fiestas móviles:		
Carnaval		
Miércoles de Ceniza		
Domingo de Ramos		
Jueves Santo		
Viernes Santo		
Domingo de Pascua		
Ascención del Señor		
Corpus Christi		

Because France, Germany and Spain have many holidays in common, such as Shrove Tuesday, one of them might be used as an appropriate occasion for a joint meeting of the modern language clubs.

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